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ABSTRACT

A social studies course for a tenth grade career program is outlined in this curriculum and teaching guide. A calendar plots the time sequence for the nine units which cover prehistory to the present. The format of each unit is in three sections. The interrelated concepts, behavior goals, and teaching methods and learning activities are presented, followed by suggestions for media to be used (texts, lectures, slides, tapes, transparencies, and filmstrips), ending with student evaluation procedures. The chronological units outlined with their subtopics include: Before Recorded Time; Civilizations Emerge Along River Valleys; The Classical World Provides Models for the West; The Fusion of Germanic and Classical Cultures; An Age of Transition; The Rise of Modern Ideology; Economic Organizations Reflects Change; Western Civilization Becomes World History; and the Challenges of Western Ascendency. A film list coordinates each subunit to a date for a film showing. Outlines of the units themselves occupy the major portion of the guide. (KSM)

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Madison Public Schools
LA FOLLETTE CAREERS PROGRAM
10th Grade Social Studies Guide
August, 1969

Committee Members

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SP 006 200

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1969-70 Calendar

S	1 x	2 UNIT ONE	3	4 film →	5
E	8 Lecturer	9 →	10	11 film	12
P	15 UNIT TWO →	16	17	18 panel	19
T	22 →	23	24	25	26

D	1 UNIT FIVE	2	3	4 film →	5
E	8 →	9 film	10	11	12
C	15 →	16	17	18	19
	22 vacation →	23	24	25	26
	29	30	31		

M	2 UNIT SEVEN →	3 film	4	5	6 lecturer
A	9 →	10	11	12	13
R	16 →	17	18	19	20
C	23 vacation →	24	25	26	27
H					

	29 UNIT THREE	30	1	2 →	3 film
O	6 →	7	8	9	10 film
C	13 →	14	15	16	17
T	20 →	21	22	23	24
	27 →	28	29	30	31

	5 (Unit Five continued) →	6	7	8	9
J	12 →	13	14 →	15 Review →	16
A	19 EXAMS →	20	21	22 →	23 End Sem I
N	26 UNIT SIX →	27 film	28	29	30

A	30 UNIT EIGHT →	31	1	2 →	3
P	6 →	7	8	9	10
R	13 →	14	15	16	17
I	20 film	21	22 lecturer	23 →	24
L	27 UNIT NINE →	28	29 film	30 →	1

	3 UNIT FOUR →	4	5 film →	6 X	7 X
N	10 →	11	12 film	13	14
O	17 →	18 film	19	20	21
V	24 →	25	26	27 X	28 X

F	2 (Unit Six continued) →	3	4	5 →	6
E	9 →	10	11	12 movie	13
B	16 →	17	18	19 →	20
	23 →	24	25	26 →	27

	film 4 (Unit Nine continued) →	5	6	7 →	8
M	11 →	12	13 movie	14 →	15
A	18 →	19	20	21 film →	22
Y	25 →	26	27 film	28 →	29 X

JUNE 1 2 3 4 5

Exams →

CAREER SOCIAL STUDIES
OUTLINE

I. Before Recorded Time - Prehistory (? - 5000B.C.)
   A. Sources of Our Knowledge of Early Man
   B. Classifications of Early Man
   C. Contributions of Early Man

II. Civilizations Emerge Along River Valleys (c6000 - 4000B.C.)
   A. Nile River Valley
   B. Fertile Crescent

III. The Classical World Provides Models for the West (c200B.C. - 500A.D.)
   A. Greeks
      1. Geographic setting
      2. Early Greek history
      3. Greek city-states
      4. The legacy of Greek civilizations
      5. The decline and transformation of Greek civilization
   B. Romans
      1. Geographic setting
      2. From Republic to Empire
      3. The legacy of Roman civilizations
      4. Decline and transformation of Roman civilizations

IV. The Fusion of Germanic and Classical Cultures (c400A.D. - c1500A.D.)
   A. Feudal Europe
      1. Germanic invasions and empire building
      2. The medieval church
      3. The medieval political institutions
      4. The medieval economy
      5. Cultural synthesis

V. An Age of Transition (1300 - 1600)
   A. Renaissance
   B. Reformation
   C. Formation of nation states
   D. The expansion of Europe (1400 - 1700)

VI. The Rise of Modern Ideology (1600 - 1900)
   A. Balance of Power
   B. The Intellectual Revolution
   C. Political Revolutions and the Growth of the Democratic Idea
   D. Period of Reaction Against and Triumph of Liberalism

VII. Economic Organization Reflects Change (c1200 - Present)
   A. Medieval Origins of Capitalism
   B. Commercial Revolution
   C. Philosophical Justification of Capitalism
   D. Industrial Revolution
   E. The Challenge and Response to Economic Change

VIII. Western Civilization Becomes World History (c1400 - 1914)
- A. Material Basis of Western Ascendency
- B. Techniques of Western Ascendency
  1. Imperialism
  2. Ideology

IX. The Challenges of Western Ascendency (1914 - Present)
- A. The End of an Era World War I
- B. The Search for Security
- C. World War II and New International Rivalries
- D. Western Attempts at Renewal
- E. The non-Western Challenge

FILM LIST

Sept.

4 Digging Into History - Parts I and II
11 Story of Prehistoric Man

October

3 Death of Socrates
10 Athens - The Golden Age
23 Rise of Roman Empire

Nov.

5 Medieval Times - Role of the Church
12 Medieval Man
18 Medieval Crusade

Dec.

4 Renaissance
9 Reformation

Jan.

27 World Balance of Power

Feb.

12 Tale of Two Cities

March

31 Man and His Tools

April

20 Imperialism and European Expansion
29 World War I - Great War

May

4 Nightmare in Red
13 The Bridge
21 UN and World Disputes
27 Germany Today

Unit I - Before Recorded Time - Prehistory (? - 5000 B.C.)

CONCEPTS	BEHAVIORAL GOALS	LEARNING EXPERIENCES
1. Man has the ability to change his environment. Man can be changed by his environment. 2. The basic needs of men are the same whether they are civilized or not. "Civilization" implies a culture that includes a written language, community living, organized government, etc.	1. The student will identify with the basic needs of man. 2. Have student develop terminology of prehistory. 3. Have student explore occupations of archeology and anthropology. 4. The student will develop differences in periods of history. Develop an empathy.	1. The student will make a list of what he needs to exist in this world (physical, emotional, intellectual). He will then compare this to the needs of prehistoric man. Then each person will compare their list with the other members of the class. 2. Develop a short paper on the effects of the environment on each person in the room. Answer the question "What can be done by you to change this environment". 3. Show series of slides concerning early man. Identify and classify the slides. 4. Have panel discuss the film shown in light of the terms and ideas developed in class. 5. Make glossary of words by developing from each student his definition and then compiling the definitions to get a class definition. Then check out definition for accuracy. Keep accoutn throughout the school year of the many terms for reference and for possible change.

CONCEPTS	BEHAVIORAL GOALS	LEARNING EXPERIENCES
While the relatively primitive practice of a person spending full time producing a single kind of a product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.	1. Student will relate the growth of specialization labor to complexities of his life. 2. The student will recognize that man has struggled with his environment, needs and technology to bring about change.	1. Have student make time line showing the changes that took place in his life as his division of labor became more complex. 2. Make glossary . . . 3. Compare and constrast a modern worker in a factory producing a product, to the pre-historical man producing a stone axe. Can be done by role playing. 4. Compare and contrast how you as a modern man meet your basic needs to the way the pre-historical man met his basic needs. Write paper. 5. Assign reading from Panorama of the Past I, "Australian Aborigines" pp. 16-18. Discuss the following: Smith feels the Australian Aborigine is a true Stone Age man. Do you agree? Compare him to what you know of other prehistoric peoples. What influence might tend to "corrupt" his Stone Age Culture? Compare the Australian Aborigine's basic needs to your own. Are the differences found in the needs or the provision for them?

CONCEPTS	BEHAVIORAL GOALS	LEARNING EXPERIENCES
Primary sources give first hand accounts of events by people who witnessed his - tory in the making.	1. The student will learn "how" to think constructively and effectively. 2. The student will draw conclusions and generalizations based on the best available evidence. 3. The student will develop tools and techniques of problem-solving in order to facilitate a more active participation in society.	1. Take notes on talk given by lecturer concerning collection and classification of relics. Develop the importance of this type of work with the student's knowledge of history. 2. Have each student list hobbies and interests. Use the students who collect and classify as instructors for those who do not have such hobbies. Each student will develop methods of collecting and classifying information by being put in a situation for collecting. 3. Ask students to check dates in several textbooks for the various periods of time (Cro-Magnon, Java Man, etc.). Compare findings. Explore why there is agreement or disagreement. 4. Make glossary . . . 5. Use Fenton's work on "The Kennsington Stone". Have class read and discuss the two versions of this reading. Have class come to some conclusions as to which is more authentic and why they come to these conclusions.

CONCEPTS	BEHAVIORAL GOALS	LEARNING EXPERIENCES
Culture has social, political and economic institutions that are a product of the past.	1. Have student develop terminology of pre-historical man. 2. The student will recognize that advancement of man toward world civilization because of many different factors. 3. The student will develop differences in periods of history. Develop an empathy for early man. 4. The student will draw conclusions and generalization based on the best available evidence.	1. Discuss what present day human institutions and cultural activities had beginning in pre-historical period. Are there any essential areas of human life that did not have origina in the pre-historical period? 2. Make glossary . . . 3. Make a series of slides concerning present day civilization. Have students write what they see in the slides that have any connection with the pre-historical time. 4. Have student collect pictures of modern day society that relate to pre-historical period.

MEDIA

1. Lecturer (guest)
   Walt Fandrich
   Roger Hanson
   Roy Liddicoat
   Charles Carlson
2. Textbook reading
   Wallbank and Scheer
   World History - Chapter I
3. Slides on prehistory being developed.
4. Transparencies on pre-history being developed.
5. Films
6. Filmstrips
   Life The Epic of Man
7. Supplimentary reading
   Panorama of the Past I
   "Australian Aborigines" pp 16 - 18
8. Films BAVI
   The Story of Pre-Historic Man
   Coronet 11 min. 2961
   Digging Into History Part I
   15 min Univ of W 3153
   Digging Into History Part II
   15 min Univ of W 3154
9. Tape
   "Digging of the Weens"

EVALUATION

1. Attendance of the students
2. Verbal response during class discussion. Periodic checks to establish type of response or lack of response.
3. Tests
   a. Essay tests developed to see if student can arrive at the objectives established.
   b. Objective tests to see if student understands various terms that are developed.
4. Reading tests for speed and comprehension.
5. Check of notes taken.
6. Check of papers written concerning methods of gaining information and use of information.
7. Observing cooperation among the students during group work, class work and individual work.
8. Individual conferences with student checking on knowledge and enthusiasm.
9. Promptness of student in turning in work and assignments.

Unit II - Civilizations Emerge Along River Valleys (c6000 - 4000B.C.)

CONCEPTS	BEHAVIORAL GOALS	LEARNING EXPERIENCES
Cultural change in civilization often begins with some new exploration or cultural interchange.	1. Student will recognize the importance of river valleys in the progress of civilization. 2. The student will be able to recognize factors involved in the advancement of a society. 3. The student will be able to relate with the early river valley civilizations. 4. The student will be able to relate present day advancement with the advancement made by the river valley people. Noting the similarities and differences in the advancement. 5. The student will be able to identify the cause and effects of advances made by the river valley people.	1. Break class into two groups. Assign each group to a river valley society. Have them then study the cause for the growth of that society. List their findings. Then come together and report to each other. Have each group note the similarity in their report and the other report. Class will then come to conclusions concerning causes for advancement in civilizations. 2. Have panel develop the growth, change and importance of religion in the river valleys. 3. Break class into groups. Have each group take one of the departments of school such as math. Explore the contributions that the river valleys made to this department. Show the effects of these contributions concerning the advancement made by the river valley.

CONCEPT	BEHAVIORAL GOALS	LEARNING EXPERIENCES
All culture have been enriched by the contributions of talented people in many fields of human endeavorment, technology, the arts, scholarship, etc.	1. The student will be albe to relate the various fields of endeavor such as math, architecture, science and other disciplines to each other and to the growth and development of a country.	1. Have a panel from the math, science, and art discuss the various contributions the River Valley civilizations have given us. Students then break down the contributions discussed to develop the development of the River Valley civilizations in to more advanced societies. 2. Time chart of inventions and discoveries and development of civilizations.

CONCEPT	BEHAVIORAL GOALS	LEARNING EXPERIENCES
All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.	1. The student will recognize each civilization produced intrecate social organization, invented alphabets, and calendars, introduced new crafts, and developed commerce. 2. The student will be able to compare and contrast the type of law and order of the river valleys to the type of law and order of Madison. 3. The student will be able to develop the problems that arise when laws are developed.	1. The class will start from scratch, so to speak, and develop from chaos of no organization to trying to get some order by developing a set of rules to run the class. This can be done by the teacher setting an objective in vague terms, and then doing nothing else. Students will have to organize in some fashion of their own. After the objective has been reached the teacher and the students should then analyze what was done. Then look at the early river valley societies and compare their laws and organization to the one that the students developed. What advantages did the students have over the river valley people? 2. Have Captain Daley of the Madison Police talk to the students concerning both a career in the police force and the philosophy of police force of Madison. Compare and contrast the philosophy of the speaker to the early river valleys. How did the early river valleys maintain order? What kind of laws did they have? Compare and contrast Hammarabi's Code to the laws of Madison.

CONCEPT	BEHAVIORAL GOALS	LEARNING EXPERIENCES
As cultures become more complex, men become more interdependent. Consequently, the need for men to cooperate and assume responsibility increases.	1. The student will be able to develop a time concept of the changes taking place in the river valley civilizations. 2. The student will be able to relate the cooperation of the people's of the river valleys to the cooperation of the society he lives in. 3. The student will be able to develop terminology of the river valley civilizations. 4. The student will be able to develop the cause and effects of the cooperation the river valley civilizations developed. 5. The students will be aware of the need to a sense of personal responsibility. 6. The student will recognize the need for and the development of money to replace barter.	1. Have students read articles concerning the raising of the tomb of Ramses II because of the construction of the Aswam Dam. Students then will read about the construction of the tomb of Ramses II. Compare and contrast through class discussion the ways and means cooperation was achieved in these two great feats. 2. Have each student develop a time line concerning the river valley civilizations. What significant features does he note concerning the development of the various societies. 3. Student will write a paper developing the causes for the particular river society he chooses to come into being. Students then will compare and contrast the cooperation each society had, and the methods they used to gain their place in history. 4. Students will analyze the football team. What makes it a success or a failure? How does this compare to the river valley civilizations? What does each student in La Follette High School do to help with the success or failure? 5. Read Genesis 41 in the Bible. Ask what economy was Egypt experiencing at this time? What was Joseph's solution to the problem? Explain the signs of leadership which the Pharoah gave to Joseph. 6. Develop a game for the students to play whereby they can see, feel, hear and touch the inconveniences of the barter system and see the need for a monitary system.

MEDIA

1. Lecturers
   Mr. Paul Swanson, Math
   Mr. Roy Liddicoat, Art
   Mr. Wm Draxler, Science
   Mr. Carl Smith, Architecture
   Capt. Daley, Madison Police

2. Reading
   Textbook Wallbank

3. Supplementary Reading
   Story of Mankind
   pp 22 - 46
   Bible Genesis 41
   National Geographic
   Life
   Fenton 32 Problems
   "Law and Life in Two
   Ancient Societies" 22-26
   Voices of the Past
   Panorama of the Past I
   23-26, 99-103, 179

4. Slides
   to be developed

EVALUATION

1. Attendance
2. Response to work
3. Game - "Guess who I am?" "Guess what I am?" etc.
4. Ability to cooperate in group and class work.
5. Check of notes taken as to
   a. organization
   b. comprehension
   c. neatness
   d. ability to use what is taken down
6. Oral discussion
   a. ability to express self
   b. improvement
   c. content of discussion
7. Written tests
   a. short quizzes - objective to check if point made is received.
   b. essay type test to see if material can be used not just regurjitated.
   c. map test for geographically information and understanding.

Unit III - The Classical World Provides Models for the West
(c1200 B.C. - 500 A.D.)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
People from some cultures tend to follow democratic methods to achieve agreement. Other people use other methods. The origins of the democratic concept can be found in the history of Western Civilization.	1. The student shows an awareness of the major beliefs of a democratic society, and can explain the sources of these beliefs. 2. The student will recognize the differences between the political development of the Greek city-states. 3. The student will examine conflicting viewpoints with a view of forming opinions for himself. 4. The student will be aware of the need to recognize the importance of his own worth and accept the responsibility of his own actions.	1. The student should summarize the "Way of Life" of the Athenian Greeks by listing six or more of its basic characteristics. On a seperate sheet of paper have students list six or more characteristics of the American "Way of Life". Compare and contrast your lists. 2. Have the students listen to a tape concerning youth in Athens vs. youth in Sparta . Break into groups and have each group come to conclusions about the differences of the two societies and why they developed as they did. 3. Compare and contrast "Athenian Democracy" to "American Democracy". a. your role as an individual b. people involved c. failures of Greek Democracy vs. those of American Democracy. d. methods of making a living, passing laws, family life, etc. 4. Write a paper concerning the topic "Athenian Democracy failed to survive the test of time".

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
The geography will have an effect on the type of government, economy, and society developed.	1. The student will show the ability to draw conclusions from data and to state them effectively. 2. The student will be aware of the need to relate to the different disciplines. 3. The student will recognize that environment has an effect on his life.	1. The student will be given an outline map of the Mediterranean area to show political boundaries and geographical structure. 2. Ask the student to write a short paper, explaining the economy and the social structure of each political area, and show how the development of these were affected by the geography. 3. Make glossary . . . 4. Make timeline . . . 5. Have students trace the trade routes of assigned societies by overlays, maps, or reports. 6. Compare and contrast a map of Madison to your maps of a city-state.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Historical change is the product of many converging and interrelated elements; no situation can be totally understood outside of the historical content.	1. The student will recognize the role of the military in the development of a society. 2. The student will be able to predict consequences of a solution to a particular problem. 3. The student will demonstrate an ability to formulate hypothesis in deciding upon alternative solutions to problems.	1. Have each student select a war or major battle from the following list: a. Punic Wars b. Peloponnesus Wars c. Wars with Persia d. Rome's wars with Carthage e. Rome's wars of conquest f. Rome's wars with the Barbaric tribes. The student will then develop a paper discussing the cause and effects concerning Rome and Greece. He will then come to his own conclusions in relation to his study. 2. Develop an hypothesis on what would have happened if the Persians would have defeated Greece or Carthage had defeated Rome. Develop proof of your conclusions.

CONCEPT	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Societies generally advance from simple to more complex cultures. "Golden Ages" occur when there is a simultaneous flowering in several areas - intellectual, artistic, religious, etc.	1. The student will be aware of the role religion plays in the development of a society. 2. The student will recognize religion has played an important part in helping man to develop more complex concepts of himself.	1. Make a chart showing the different types of religion, beliefs, effects on government, society, economy. 2. Using the chart the student will make conclusions concerning any progression or regression and explain why this takes place as he sees it.

MEDIA

1. Reading
   Textbook - Hallbank
   Chapters III & IV

2. Supplementary Reading
   Story of Mankind
   Unit II Ch. 9 - 16
   Panorama of the Past
   Vol. I pp 26 - 32, 105 - 1[illegible], 140 - 143,
   181 - 191, 217 - 220,
   Ch 14 pp. 224 - 236.
   Voices of the Past Vol I

3. Films (3455, 4.75, 27 min.)
   "Death of Socrates",
   "Rise of the Roman Empire"
   4744, 5.00, 14 min.
   "Athens - the Golden Age"
   5499, 31 min. 825

4. Tape
   Athenian & Spartan Boys Lives

5. Filmstrips
   Life filmstrips
   a. Rome - the Eternal City
      Parts I, II & III
   b. Athens

EVALUATION

1. Attendance
   a. movies
   b. tests
   c. discussions
   d. reports
   e. trips
2. Verbal response during class
   a. question-asking by students of the teachers
   b. response to each other
   c. answers rote or critical thinking
3. Check of notes taken
4. Check of written papers concerning methods of gaining information and use of information.
5. Individual conferences with student checking on knowledge and behavioral change.
   - Discuss grades with student. Teacher and own evaluation.
6. Tests:
   a. essay - short answer
      1) essay to see if student can arrive at desired objectives
      2) objective tests to see if student understands various times that are developing.

Unit IV - The Fusion of Germanic and Classical Cultures (c400 - 1500 A.D.)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
All societies attempt to establish some form of government strong enough to preserve order and insure their continuity.	1. The student will be able to understand that some form of order is desired when people group together. 2. The student will be albe to recognize how institutions developed out of needs of society. a. Church b. government c. etc. 3. The student shows a respect for and lives in accordance with established regulations. Excepts the necessity to follow established rules in working for change in those regulations with which he disagrees.	1. To understand the sources of loyalties of an individual in the Middle Ages and of a citizen of the United States, the student should list the obligations owed by a serf to his lord. He should then make a second list of obligations owed by us as citizens to our government. He should then compare the two lists and point out to the class both similarities and differences. 2. Organize the class into several groups. Present each group with the following statements and questions and give the groups three minutes to discuss each item. At the end of each three-minute period have each group report the consensus of the group. a. Hammurabi, Moses, and Justinian prepared written codes of law. Is this important? 1) Suppose that laws concerning traffic violations were not on record, and that every police officer decided traffic laws for himself. 2) List the types of law you are subject to from the local or national level. 3. Why doesn't the family have recorded family laws or rules to live by? 4. Is it important for the student or other clubs to have a constitution? Why? 5. If one is living under many codes of law (constitution or other laws) how (continued)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
		does one remember all of them?
		6. Look at the film "Medieval Times - The Role of the Church". The student will then compare and contrast the role of the church in medieval times to earlier religious beliefs.

CONCEPTS	BEHAVIORAL GOALS	METHOD -- LEARNING EXPERIENCES
The failure of cultural areas to participate economically with other areas has slowed their economic growth.	1. The student will show the ability to state a problem and clearly define its terms. 2. Shows a personal commitment for the improvement of other people and that of society. 3. The student will be able to relate the economic trade of an area to the development of progress in social, political, technological, etc., areas.	1. The students will view the film "Medieval Manor". The students will divide into groups and each group will come to conclusions concerning a. the differences in medieval life and life today. b. the causes of these differences c. which life would they like to live and why d. how does trade affect each of the two ways of life. 2. Make a time line - compare this time line to earlier ones developed. How does this one differ from earlier ones. 3. Student will make a map showing the major principalities and any geographical obstruction to trade. How important was geography to the maintenance of economic feudalism. 4. Make a glossary of terms. 5. Have class develop the roles (econ.) played during the Feudal System. What were the advantages and disadvantages to this type system? How does it compare to our system today? 6. Students ability to make a presentation to total class group and communicate ideas. 7. Evaluate glossary and time line. 8. Test a. essay b. short snap quiz

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
People frequently rebel against their government when it neglects the welfare of the people and frustrates their desires for a better life.	1. The student will relate the new experiences felt by Crusaders and the old medieval way of life to change.	1. Break class into 3 or 4 more groups. Have each group take one of the Crusades and develop a. Why did Crusade take place b. Who was involved c. What success or failure did Crusade meet d. What were effects of Crusades on 1) Crusade 2) society 3) European cultural structure 4) religion 2. In class discussion compare and contrast the Crusades to present day "Crusades" a. causes b. effects c. what involved in "Crusade" 3. Have student write paper "Would you have joined the Crusades"

MEDIA

1. Textbook
   Chap 6
   150 - 152
2. Supplement
   Story of Mankind, p. 281 - 239
   Voices of the Past Vol. I
   Panorama of the Past Vo. I
   Book and Slossen
   32 Problems
3. Transparencies
4. Slides
5. Films
   "Medieval Crusades"
   BAVI 3727, 11.00 27 min.
   "Medieval Times - The Role of the Church (#1690, 5.00, 14 min.)
   "Medieval Manor"
   BAVI 3737, 6.75, 21 min.

EVALUATION

1. Evaluate the ability of the student to organize paper, content, and ability to do research.
2. Attendance for
   a. movies
   b. tests
   c. group work
   d. written work
   e. class discussion
3. Evaluation of the films by:
   a. class discussion
   b. critical paper
4. Evaluation of class discussion by contribution of student in class discussion
   a. type of questions asked
   b. value of the responses
   c. ability to discuss with peers
5. Evaluate the ability and willingness of the student to participate in group work
   a. organization of group
   b. quality of work
   c. ability of the student to get other students involved.

Unit V - An Age of Transition (1300 - 1600)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units.	1. The student will be able to more clearly understand the emergence of the National State beginning in the late Middle Ages, was perhaps the most outstanding and important kind in modern history. 2. The student is able to predict consequences of a solution to a particular problem. 3. The student will relate geography to the growth of nations. 4. The student will differentiate the reasons for the growth of various types of government organizations.	1. The student will continue his time line. 2. The student will continue his glossary. 3. The student will write a paper in which he will compare and contrast the growth of a new nation of today and the growth of one of the European countries. He will develop a hypothesis as to his work and then compare and contrast his work to that of the rest of his colleagues. The class will then come to a conclusion concerning their work on emergence of a nation. 4. Contact a student from the University who has come from one of the emerging nations, to speak on the history of his country and to give his own personal views and feelings. Have students compare what they have learned to the speech of the Univ. student. 5. Have the students break into groups and develop the underlying factors which cause people to develop into a soverign state. What factors are essential for the development of national loyalties? (Example: Show how the geography of Europe has much to do with the growth of distinct and seperate nations - especially England, France, and Spain.)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Institutions within a society are subject to either evolutionary or revolutionary change.	1. The student will be able to examine conflicting viewpoints with a view of forming opinions for himself.	1. Through class discussion find what motives operated in Western Europe to produce the events leading up to and including the Reformation. Were all of the motives given selfless in origin. Explain. a. Were the participants in the movement leading up to the Reformation aware of the possible consequences of their beliefs and actions? b. Do you think they would have proceded differently if they had been aware of the outcome? What does this tell us about the problem of anticipating the consequences of our decisions and actions? c. Can you recall any recent world events in which the initiators of change were in turn destroyed by that change? Did this principle apply to the time of the Reformation? d. What were the important consequences of the Reformation? Were all of the supporters of religious change satisfied with the changes? e. What relationships do you see between the Reformation and the emergence of strong nation states? f. Did the Roman Catholic Church lose or benefit as a result of the Reformation? g. Were the religious wars associated with the Reformation the result of spiritual or temporal considerations? Were the people associated with these wars aware of diverse motivations? 2. In order to have the students understand the location of large religious groups in Europe in 1600, and their effect on the political life of the people, the student will indicate on a map of Europe: a. the areas predominantly Roman Catholic b. the areas predominantly Greek Orthodox (cont.)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES

c. the areas which were Protestant
d. the types of Protestantism of the majority of the inhabitants in each Protestant country
e. after the completion of the map have the student comment on the following questions:
   1) What was the connection between the religions of the majority of the people and the religion of the ruler of the country?
   2) How were the religious conflicts the basis for wars during this period?
   3) What advantages would occur to a political leader in determining the religion of his state?
   4) Did the Reformation have any effect on the Church and State relationship?
   5) Does this relationship resemble the relationshio of Church and State in the Unit States?

3. Have students view the film"Reformation". Then students will make (each one) a list of all grievances Protestants and Catholics had concerning each other. Then what ways did they try to solve the problems. Then what were the propaganda tools used by each.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
During the "period" of transition", the economic aspect of man's civilization came to play an increasingly important role or As man gains in technology knowledge and material he also expands his influence thereby coming into conflict with others.	1. To help the student understand that geographical explorations were undertaken for various and diverse reasons, some selfish, but the results were immeasureable. 2. The student will recognize that the civilization of Western Europe became the dominating influence in world culture. 3. Demonstrate an ability to formulate hypotheses in deciding solutions to problems. 4. The students demonstrate an understanding concerning the relation of growth of a nation and the expanse of ideologies to other areas.	1. Have students prepare note cards for each of the following topics which are related to Western expansion. These notes will be used for class discussion. They can also be related to the territorial expansion and colonization of Greece and Rome. a. the Crusades b. trade with the East c. Turkish conquests of the Near East d. wealth and power of the new national states e. scientific advances 2. Students may also use a similar approach to develop an understanding of the important consequences of colonization. Possible topics would include: a. commercial revolution b. wars and struggles for empire c. spread of European civilization d. growth of wealthy middle class e. adoption of mercantilism f. reintroduction of slavery 3. Have students develop a bulletin board display of the major items of trade between Western European countries and the colonial areas in the New World and the Far East. 4. Have students make a list of motives which lead European nations to build empires and read them in class to see if the reasons are valid. 5. Have students take notes based on research, to discuss inflation in Europe during this period to bring out the following points: a. How the supply of gold in Europe had doubled and supply of silver had multiplied ten times by 1500. b. Trade, because of new-found wealth, had increased between Spain and other European countries and finally moved to other parts of the world. c. European standards of living increased d. Europe experienced a rise of the middle class in (cont.)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
		numbers, wealth, and political influence. e. Inflationary booms occur when private spending by consumers and business plus government spending rise more rapidly than the economy's capacity to produce, so that total demand exceeds possible total supply at stable prices. - Is there any evidence of this today?

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
1. People, institutions, nations, and civilizations must be flexible, adaptable, able to conform to new circumstances, new ideas, new inventions, new pressures for change, or they are brushed aside. 2. The development of social, political and economic institutions is always influenced by what has gone before. 3. The rate of social change is in part dependent upon the strength of prevailing customs and beliefs.	1. The student will be able to decide what pictures and other materials will do the best job of developing a concept. 2. The student will recognize the renaissance in many different ways gave new interest to men, broadened their horizons and paved the way for modern civilization. 3. Demonstrates an ability to formulate hypotheses in deciding upon alternative solutions to problems. 4. Is able to select relevant information which will aid him in testing hypothesis and to distinguish facts from hypothesis.	1. Have students develop a bulletin board showing the change in Europe from Feudalism to the more modern European society. 2. Have students write short paper challenging or justifying the statement "Looking backward the men of the Renaissance moved forward". 3. Make chart concerning the a. men involved b. development contributed c. changes development brought about 1) government 2) economics 3) societies 4) religion 4. Compare and contrast how the discoveries of the 1400's affected European nations and the discoveries of the 1960's affect the nations of the world today.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
All cultures have been enriched by the contributions of talented people in many fields of human behavior, technology, the arts, scholarships, etc.	1. Accepts the importance of his contribution to the welfare of other individuals, groups and to society as a whole. 2. Shows an awareness of his own potentialities and works toward their fulfillment. 3. The student will recognize that humanistic ideals can conflict with traditional beliefs and practices.	1. Have students select one outstanding man of this time. Give an oral report on a. his life b. his contributions c. problems he had to overcome d. success he met with e. changes in society Show by pictures the contributions the man made. 2. Show humanism was reflected in the arts, religion, and sciences of the time. Use slides and transparencies to lead class discussion. 3. Have guest lecturer discuss the art of the time relating to the students' life. 4. Have student make a list of the present day occupations that trace directly to this period of time.

MEDIA

1. Readings
   Text - Wallbank
   Chap. 14
2. Supplementary
   Story of Mankind
   Chap 35 - 36
   Voices of the Past Vol I Part III
   Panorama
3. Filmstrips
4. Slides
5. Film
   "Reformation"
   BAVI 6873, 21.00, 52 min.
   "Renaissance" F-253
   Madison Schools, 11 min.
6. Transparencies and Overlays of maps and pictures
7. Speaker
8. Outline maps

EVALUATION

1. Evaluate the notes taken by the student during guest speakers talks
   a. neatness
   b. clarity
   c. organization and depth
2. Evaluate the bulletin board as to:
   a. materials and reason for it
   b. group cooperation
   c. reception by other students in class
3. Evaluation of work to be turned in by the student
   a. maps
   b. time line
   c. glossary and charts
4. Attendance
5. Tests
6. Evaluation of group work
7. Individual conferences
8. Evaluation of films

Unit VI - The Rise of Modern Ideology (1600 - 1900)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
1. The causes of history are always multiple and complex. 2. Differences in political institutions often lead to conflicts among and within societies.	1. The student will be able to classify the ways in which nations have used the concept of Balance of Power. 2. Shows ability to state a problem in clearly defined terms. 3. Is able to summarize or explain a communication in language other than that used in original statement.	1. To provide an opportunity for the student to understand the nature of the Balance of Power concept, to discover the influence of various motives, and to be aware of the consequences of the wars of the 18th Century, have each class member analyze each part of that century with reference to the following: a. How efforts to maintain or to disrupt the balance of power in Europe was a factor in producing each war. b. How different motives operated in different countries to account for their participation. c. How many consequences of each war were not anticipated at the beginning. Have students draw general conclusions.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Human experience is continuous and interrelated. Change is an ever-present factor in human and social development.	1. The student will relate present day basic beliefs to the basic beliefs of this time. 2. The student shows an awareness of the major beliefs of a democratic society and is able to explain the sources of these beliefs. 3. The student accepts the importance of his contribution to the welfare of other individual groups and to society as a whole. 4. The student will understand the amount of time for an idea to be accepted varies but is generally lengthy.	1. Each student will select one of the philosophers of this period. He will write a paper concerning: a. the man's life b. the philosophy the man developed c. how this philosophy relates to the student d. how did his philosophy influence the times. 2. Students should prepare a "Meet the Press" program in which a group of student reporters interview one of the following: a. Napoleon Bonaparte b. Oliver Cromwell c. Voltaire d. Jean Jacques Rosseau e. John Locke f. John Hobbles 3. Make a time line - Put down when man wrote ideas and when ideas were accepted by man.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
whether political, economical, and social changes are revolutionary depends on the people's willingness to accept the changes. Political power tends to be placed in the hands of the few, but leadership cannot long ignore the citizenry.	1. Shows an awareness of the major beliefs of a democratic society and is able to explain the sources of these beliefs. 2. Accepts the importance of his contribution to the welfare of other individuals, groups and to society as a whole. 3. Develop a vocabulary of terms concerning politics.	1. Using the meeting of the Estates General, as a point of reference, define the development of meaning of terms, such as political (right - left - center) liberal, conservative, radical, reactionary. 2. Have a debate "resolved Napoleon was the savior of the French Revolution". 3. Show film "Tale of Two Cities" - class will be oriented to developing reasons for the revolution in France. 4. Use transparency series and discuss the causes for revolution in France. 5. Compare and contrast the government of France during the Revolution to the government of Spain. Write a paper developing hypotheses on "why didn't revolution take place in all the European countries?" 6. Each student should compare and contrast the 3 revolutions (Eng, Amer., French) with respect to their causes, developments and consequences. After the student has completed this activity, ask him to explain why the American Revolution "knew when to stop" whereas the French Revolution did not, and therefore France ended up under a regime as a autocratic, if not more so, than the Old Regime.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Political institutions within a society are subject to either evolutionary or revolutionary change. Historical leadership results from interplay of events and personalities. The concern of governments for the welfare of their citizens will vary in time and in process.	1. The student will understand the principles of liberalism will receive set backs but not so serious as to restore the old ways. 2. The student will deliberately examine conflicting viewpoints with a view of forming opinions for himself. 3. The student shows ability to recognize a central theme.	1. Compare and contrast the present change in administrators from Johnson to Nixon to the Congress of Vienna. Is there any conclusion to be drawn between present day and past history? 2. Write a one act play showing the conflict at the Congress of Vienna between the reactionaries led by Meltervich and people with more liberal and nationalistic views. 3. Interested students should find sources for cartoons and use them to either satirize or defend the policies of European leadership at the Congress of Vienna. 4. Have students prepare paper on the political concensus concerning the following revolutions of 1830's - 1848 - the Italian unification movement - the German unification movement. Be sure student develops his own conclusions.

MEDIA

1. Textbook
   Wallbank and Scherer
   Chap. 16, 17, 18, 19, 20
2. Supplementary Reading
   Story of Mankind
   Chap. 47, 48, 49, 50, 51, 52, 53
   Panorama of the Past Vol I
   Voices of the Past Vol II
   Fentons 32 Problems of History
3. Films
   "French Revolution"
   #4053, BAVI, 3.25, 16 min.
   "Tale of Two Cities"
   2169, 7.25, 45 min.
   "World Balance of Power"
   2630, 3.50, 20 min.
4. Filmstrips
5. Slides
6. Record
   Overture of 1812

EVALUATION

1. Evaluate the notes taken by the student during guest speakers' talks
   a. neatness
   b. clarity
   c. organization and depth
2. Evaluate the bulletin board as to:
   a. materials and reason for it
   b. group cooperation
   c. reception by other students in class
3. Evaluation of work to be turned in by the student
   a. maps
   b. time line
   c. glossary and charts
4. Attendance
5. Tests
6. Evaluation of group work
7. Individual conferences
8. Evaluation of films
9. The evaluation of the debate in regard to
   a. method
   b. procedure
   c. ability to think under pressure
   d. ability to control ones emotions under various circumstances

Unit VII - Economic Organization Reflects Change (1200 - Present)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Both the use of money, which replaced the barter system, and the divising of the process of transferring funds by use of deposit receipts, grew out of and further increased the arrival of trade that marked the beginning of the modern era.	1. The student will be able to more clearly understand the capitalistic system. 2. Demonstrate an ability to formulate hypotheses in deciding upon alternative solutions to problems.	1. The student will reflect on the trade involved during the Feudal System. Then relating to the Crusades he will note the changes brought about by Crusades. In class discussion the student will come to conclusion as to what he can expect to happen and why. The student will then read the text book concerning the development of capitalism and compare this to the conclusion the student reached. 2. Have the economics teacher lecture on banking and how it can expand or contract the money in circulation thereby controlling trade. Then have student explore why money replaced barter during the development of capitalism. 3. Have student write a paper explaining the change in ownership of property that came about because of the Crusades. Have student come to conclusion and then present conclusion to class for examination by the class. 4. Student will develop a list of occupations that developed because of the growth of banking. How many of the occupations exist today? What increase in types of jobs has come about? How do these occupations affect the student personally?

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Economic systems have a marked influence on a society's political and social institution. Conversely political and social institutions influence economic systems.	1. The student will relate the changes within a society to the events that are happening. 2. The student will be able to formulate a hypotheses and then prove or disprove his work.	1. The student will choose a country that existed during the Industrial Revolution (Eng, France, Russia, China, etc.). He will prepare a chart showing the amount of trade done by that country and then relate this to life of the average person. How does trade affect the government? What action does the country take concerning trade? Does the conclusion reached concerning the country compare or contrast to that of other countries studied? 2. Have student add to his glossary Bourgeoisie — Dividend Bullion — Joint Stock Co. Capital — Mercantilism Capitalism — Monopoly Corporation — Subsidy Credit facilities 3. The student will be acquainted with Roston's theory of economic growth of country by teacher or outside guest lecturer. The student will then check out this theory to see if it can be correct or not.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
As cultures became more complex, men became more interdependent. Consequently the need for men to cooperate and assume responsibility increases. Differences in economic ideology and distribution of wealth lead to conflicts within a society.	1. The student will become acquainted with the philosophies that have helped shape the capitalistic views held in this country. a. people do (or should) compete economically with each other. The essence of competition is free pricing. b. Monopoly does not (or should not be permitted to) interfere with free competition. c. The chief motive to behavior is the hope of economic gain (i.e., desire for money or goods). d. The economy can operate successfully without central planning, which means government can, and should keep hands off. e. The laissez-faire system is harmonious with political democracy, because free competition prevents the emergence of any single individual or group with power over others. f. Whatever economic problems may arise, they may best be handled by leaving them alone - letting nature take its course. (Because recessions can best be handled this way, for example.) g. The economic system (if it functions properly) requires the right of private ownership and use of property, and the sanctity of contracts. h. It is the private businessman, with (cont.)	1. The class will divide into two groups. One side will defend mercantilism and the other side will defend laissez-faire of Adam Smith. The debate will revolve around the statement "Resolved, the growth of Capitalism is best encouraged by the control of it by gov't rather than the lack of a central control". Have each side mimeograph their main points of contention. Have a panel of three teachers judge the debate. After debate ends, have the students in class discussion carefully look at the points made and do away with the emotions of the debate to find the main reasons for the growth of capitalism. 2. Each student will select one of the following to write a paper on: a. Thomas Malthus b. Adam Smith c. Ricardo d. Thomas More e. Robert Owens The paper will a. present the man's view concerning the economic structure. b. how much success did the man's views have Teacher will have best paper for each man read to class. Class will discuss the views in light of how this affects us today.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES

his willingness to take risks in hope of profit, who supplies the mainspring of the economy.

i. The chief source of discouragement to private businessmen is gov't interference in their affairs. (Another source of discouragement is labor unions.)

j. Currency is sound only when it is freely exchangeable for gold or other precious metal.

k. Gov'ts should spend as little as possible and try always to operate on a balanced budget.

2. The student accepts responsibility for his own actions.

3. Accepts the importance of his contribution to the welfare of other individuals, groups and to society as a whole.

4. Demonstrates the belief that the true measure of our effectiveness as a society lies in the personal enhancement of each individual.

5. Is able to evaluate ideas or theories in terms of selected criteria.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Technological process has advanced at a faster rate than social progress. Technological development tends to hasten economic and social changes. Inventions and discoveries in one field usually trigger development and advances in related fields.	1. The student will become aware of the importance of technology and the way of life he lives. 2. The student will develop an awareness of time and progression of events. 3. Demonstrate an ability to formulate hypothesus in finding alternative solutions to problems.	1. The student will create a list of the major inventions during the Industrial Revolution in one of the fields such as transportation, clothing, etc. Form list chronological order and show the effect of one event on another. 2. The student will choose one of the industrial areas such as England. Write a paper developing a hypothesis concerning the effects of the rate of technological growth on the structure of the society. 3. Student will write a paper concerning "Why was England the first country to become highly industrialized?" 4. The student will develop a list of new occupations brought about by one of the inventions. Has this list changed since the invention?

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
The question "Who should receive the goods and services produced and in what proportion?" may be answered different ways by different systems of governments.	1. The student deliberately examines conflicting viewpoints with a view of forming opinions for himself. 2. Accepts rights of others to reach decision on the basis of rational inquiry even though they are in disagreement with his own views. 3. The student will be aware of the causes for differing views concerning Capitalism. 4. The student will be able to explain differing economics.	1. The student will read of the several philosophies proposing changing (such as Marx). Have student write a paper in which he either criticizes or justifies the views held by that person. Does that man's philosophy exist today - prove. 2. The student will read a Dickens novel or story such as "The Christmas Story". Take the main characters and examine what their life is like from economic, political and social fields. What caused them to be in such condition? What answer do they have for their dilema? How do these characters react to Marx's views? 3. Have students break into groups and develop the best type of political system for Capitalism. Then have them compare their views to the other groups. Then have them compare their views and support to the other political systems that have been studied. Answer the question "Is there only one political system that is best for Capitalism".

MEDIA

1. Textbook
   Chap 21 - 22
2. Supplementary
   Story of Nations
   Chap 54 and 62
   Voices of the Past - Modern History
   Voices of the Past - Medieval and Early History
   Panorama of the Past - Vol. I & II
3. Film
   F3068 Man & His Tools
   Madison School Board, 10 min.
4. Guest lecturers
   Mr. D. Mueller - Economics Department

EVALUATION

Continue with previous program - This unit will be aimed at the presented concepts based on economics more than other concepts.

Unit VIII - Western Civilization Becomes World History (1400 - 1914)

CONCETPS	BEHAVIORAL GOALS	METHODS - LEARNING EXPERIENCES
The actions of the great powers now and in the past are very much a part of the development of the newly independent people of Asia and Africa.	1. The student will be able to recognize that Western material and philosophic influence outside of Europe consisted of both advantages and disadvantages. 2. The student will be able to relate to the evidence that the inhabitants of Africa and Asia have been culturally influenced by Western Civilizations and Western Civilizations by them. 3. The student will demonstrate an ability to draw conclusions from data and to state them effectively, either orally or in writing. 4. The student will develop a better understanding of the occupations involved with newspaper work.	1. Each student will be asked to find specific evidence that the inhabitants of Africa and Asia have been culturally influenced by Western Civilization. To guide student research the following ideas will be suggested as possible areas of influence: a. The phenomenon of "rising expectations" has altered the world-view of technological backward areas. The natives are now refusing to accept the former idea that the present could not be changed; but was part of the unchanging legacy from the past. b. The triumph of the Western concepts of nationalism and self determination has practically ended European colonialism in Asia and Africa. This nationalistic movement has often had an anti-Western bias, but is also pro-Western in that it is attempting to bring Western technology and material achievements to these countries. c. The Eastern insistence upon achieving modern Western technology through rapid industrialization. d. The lip service given to Western concepts of freedom and democracy in spite of the fact that they are often denied in practice. e. Specific Western practices, customs, and institutions have taken root in Asia and Africa as a result of direct Western occupation. 2. Following student completion of the above activity, the teacher should ask them to compare America's response to England following the achievement of independence to the present attitude of newly freed peoples of Asia and Africa toward European nations. (cont.)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
		3. Have students prepare a poster depicting one of the following: a. a scale balancing benefits against evils. b. a chart showing advantages and disadvantages. c. a cartoon satiring the advantages and disadvantages. d. any other means of showing the good and evil influences of Western thought and achievement.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
The distribution and need of natural materials may lead a nation to seek these materials beyond its political border. It has been typical of society for one segment to relegate another to a less prestigious social position. Change can bring a country to a position of leadership or can bring about a weaker position or its actual destruction.	1. Student will relate present problems in world to historical roots of imperialism. 2. Student will be able to identify areas and countries in Africa and Asia. 3. Shows ability to state a problem in clearly defined areas. 4. Gives evidence of the acceptance of each individual as having the same intrinsic worth. 5. Gives evidence of his willingness to work for change in gov't in response to changing needs. 6. Shows respect for the welfare of other individuals.	1. Have each student compare and contrast the "Old Imperialism" (ancient empires, and European Colonizations from the 15th through the 18th centuries) with "Modern Imperialism" (beginning in the late 19th century) on the basis of the following topics: a. motives and/or rationalizations for imperialism b. types of colonial or imperial control c. consequences of imperialism d. also, ask each student to list the benefits and the evils of modern imperialism. 2. Following completion of the above activity, ask the students to draw conclusions and generalizations about the facts they have accumulated. 3. Have the student identify, explain, or describe the following form of imperialism and illustrate each by giving an example: a. concession b. Dollar Diplomacy c. Protectorate d. Spheres of Influence e. conquest f. Extraterritoriality g. Mandate h. colony i. "White Man's Burden" j. leasehold k. "A Place in the Sun" l. Lebensraum 4. Divide the class into three groups and have them develop overlays showing the growth of Western Domination over Asia, Africa, and South America. - The students could then develop a discussion on how the partitioning of these areas resulted in conflicts between "have and have-nots" - not only as to "have and have nots" nations, but as in the case of more recent events, developed and underdeveloped nations. 5. The class will break into two groups, each group will organize a newspaper and publish a newspaper. One from a London view and the other from a Peking view concerning the "Boxer Rebellion". This will be developed in cooperation with their Career English.

MEDIA

1. Textbook
   Wallbank
   Chap 23 and 24
2. Supplementary
   Story of Mankind
   Chaps 58, 59, 60, 62, 64
   Voices of the Past Vol III
   Panorama of the Past Vol II
   32 Problems in World History
3. Films
   "Imperialism and European Expansion"
   4952, 3.00, 14 min.
4. Transparencies
   Imperialism
5. Slides
6. Maps
7. Lecturers
   Gary Bushland
   University students from these areas
8. Current Magazines

EVALUATION

1. Same as in preceding chapters.
2. Newspaper will be evaluated not only in view of organization, proceedings, accuracy, cooperation, etc., but also in view of students' ability to have feeling and understanding for the others points of view.
   This will be done by evaluating the articles written in terms of the peoples of the area rather than in students own view and terms. To be carried out in conjunction with Career English.

Unit IX - The Challenges of Western Ascendancy (1914 - Present)

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Problems are the price of progress and progress generally involves struggle. Failure to solve its problems may lead to disintegration of a society.	1. Is able to select relevant information which will aid him in testing hypotheses and to distinguish facts from hypotheses. 2. Is able to predict consequences of a solution to a particular problem. 3. Is better able to understand the scope and depth of war such as the calibre of W W I.	1. Have a student develop chart of W W I concerning a)countries involved, b) cost to each in terms of men, money, material, c) alliances. Then have the student develop hypotheses as to prediction of what changes will take place in Europe because of W W I. 2. Have student write a paper developing a hypotheses as to cause of W W I. Then have class listen to each hypotheses and develop as a class the ideas that are most logical. 3. View film on W W I. Have class then break into groups and develop what the hypo the film presents. Is it the same as the textbook? 4. Read <u>All Quiet on the Western Front</u>. How does this book differ from the textbook as to theme? How is it similar? The effect of the war on an individual. 5. Each student should be given the opportunity to choose a European country that he would like to represent in the activity and then familiarize himself with that country and its foreign policy prior to W W I. Students representing the same country should be organized into a group. Each student group should then select a spokesman to present the group material in relation to armament race system of alliance, and its involvement in the outbreak of the war. This presentation should be followed by an opportunity for other national representatives to ask questions. This question could be ended with each student writing a short opinion of the factors which brought about W W I.

MEDIA

1. Textbook
   Wallbank
   Chap 25, 26, 27, 28, 29, 30, 31, 32
2. Supplementary Reading
   The Outbreak of W W I, Lee
   All Quiet on the Western Front, Remarque
   Story of Mankind
   Units 9 and 10
   Panorama of the Past Vol II
   Voices of the Past Vol III
   Current newspapers and magazines
3. Films
   "The Great War"
   Madison Schools, F3108 50 min.
   "Day Guns Stopped Firing"
   Madison Schools, F3108, 17 min.
   "Doomed Dynasties of Europe"
   Madison Schools, F3109, 16 min.
   "Nightmare in Red"
   Madison Schools, F3094, 55 min.

EVALUATION

1. Use techniques of previous units.
2. Improvements in reading skills of books, magazines, and newspapers.
3. Evaluate the overall attendance charts and other skills on time lines, glossaries, and films.
4. Personal conferences with the students on their strengths and weaknesses.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
Patterns of behavior are largely products of the past. In order to arrive at solutions to new problems, this must be taken in to account.	1. Student will better understand the problems confronting nations in their quest for peace are very great and exceedingly difficult to overcome. 2. The student will relate to the possibilities of peace in the world and the many facets working against peace. 3. The student will recognize the need to develop an open mind on discussions of controversial issues on peace settlements.	1. Have the students read an account of the provisions of the Treaty of Versailles and re-write them in an effort to avoid the subsequent results. This will enable him to understand how mistakes of the past may have been avoided. This may also include the failure of the League of Nations to keep the peace. 2. Make a chart showing the efforts of the nations to keep the peace in the 1920's and 1930's. Items to be considered, motive for conflict, areas or countries, attempted solutions, results.

MEDIA

1. Film
   "The Twisted Cross"
   Madison Schools, F3100, 55 min.
   "Germany Today",
   Madison Schools F3136, 26 min.
   "United Nations and World Disputes"
   BAVI, 2315, 2.00, 21 min.
   "United Nations Organization for Peace"
   BAVI, 6020, 3.50
   "The Bridge" (Eng. version)
2. Transparencies
3. Maps
4. Television on programs involved.

EVALUATION

1. Use techniques of previous units.
2. Improvements in reading skills of books, magazines, and newspapers.
3. Evaluate the overall attendance charts and other skills on time lines, glossaries, and films.
4. Personal conferences with the students on their strengths and weaknesses.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
People the world over are demanding a fairer share of the world's goods so they can raise their standards of living. Differences in political institutions and ideologies often lead to conflicts among and within societies.	1. Student will become more aware of the various threats to world peace and to his own peace. 2. Student will be able to better understand the nature of the present cold war. 3. The student will relate the various affects on his life with events which have recently occurred. 4. Student understands beliefs that effects our nationalistic outlook. a. One's first loyalty should be to his country. b. One should love his country more than life. c. One should respect the symbols of national power and greatness (the flag, national heroes, the national anthem, patriotic documents, and the uniforms of our armed forces) d. Peace without national honor is worse than war. e. A nation's greatness is measured by its military strength and success. f. The worst of all crimes is treason. g. The United States is the greatest nation in the world and must always remain so.	1. Have student make a list of the conflicts from W W I to present. Have the student list motive - area of conflict - attempted solutions - results. Then have student compare and contrast the chart with one made following WWI. 2. Have student prepare a paper developing causes of the Cold War. Are these causes different or similar from those developed concerning WWI and WWII? 3. To help student understand the revolutionary role science and technology play, prepare a ditto chart or transparency showing the statistics on past wars with regard to the following: a. Numbers involved, towns sacked and wealth destroyed; speed of transportation and communication, killing power per soldier, number of major battles, etc. b. Have one or more of the science-minded students prepare a slide lecture on the nature of nuclear weapons and their destructive potential. c. In class discussion consider the further effects of modern war with the introduction of nuclear weapons and missel delivery systems. Also at this time we could open the topic of guerrila war and the impact of technology. Also the Viet Nam struggle - use of Napalm, etc. 4. Have the students make list of occupations connected with war and new fields developed as a result of war. 5. Have the students look at the problems of how to maintain peace. List the alternative solutions to the questions of peace, such as: a. the United Nations b. International Alliances c. International Bank d. Foreign Aid e. etc. The students can then describe the success or failures each has had.

CONCEPTS	BEHAVIORAL GOALS	METHOD - LEARNING EXPERIENCES
In modern times there have been and still are many conflicts between the "haves and have-nots" within a society and among the different societies of the world.	1. The student will become aware of the position of countries on the map and their relationship not only to others but also natural resources. 2. Give evidence of the acceptance by each individual as having the same intrinsic worth. 3. Shows a personal commitment for the improvement of other people and for that of society. 4. The student will become more aware of the changing world and particularly the emergence of new nations. 5. The student will relate the development of new nations and the role of the U.S.	1. The students will evaluate the non-western surge for political independence and economic progress by completing the following activities: a. On a map of the World, the students should locate the areas of the world that have achieved independence since 1945. They should also indicate the nations which were formerly in control. b. The following questions should be used as a guide for study: 1) What problems have arisen to plague non-Western efforts to establish political stability? 2) What problems associated with the new and underdeveloped nations of the world have complicated efforts to achieve international peace of stability. 3) What is the role of the more advanced nations in aiding the economic development of the more backward nations? What motives prompt these nations in offering help? 4) Why are solutions to the economic and political problems associated with the new and underdeveloped nations considered so urgent? What solutions have been suggested for the settlement of these problems? How effective have they been? 5) Can any parallels be found in history that are comparable to the challenge of the underdeveloped nations and the economically deprived peoples to our contemporary world? (e.g., Germanic tribes, desert tribesmen in Tigris - Euphrates Valley, etc.)